EDUCATION QUALITY IMPROVEMENT
BY E-LEARNING TECHNOLOGY

EQIBELT

WORKSHOPS 2007-2008
PROCEEDINGS

3rd
POLICY WORKSHOP ON PEDAGOGICAL OPPORTUNITIES OF E-LEARNING

Zagreb, October 25-26, 2007

2nd
WORKSHOP ON EARNING SUPPORT CENTERS

Zagreb, April 2-4, 2008

WORKSHOP ON COURSE DEVELOPMENT IN E-LEARNING ENVIRONMENT

Rijeka, September 25-26, 2008

Education and Culture

Tempus

ƎQIBƎLT

WORKSHOPS 2007-2008
PROCEEDINGS

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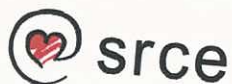
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Zagreb, January 2009

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EDUCATION QUALITY IMPROVEMENT BY E-LEARNING TECHNOLOGY

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VALENCIA, SPAIN

VIENNA UNIVERSITY OF TECHNOLOGY
(PROJECT CONTRACTOR)
VIENNA, AUSTRIA

TABLE OF CONTENTS (continuation):

3.2.14. GOTTFRIED CSANYI:
PROMOTION AND SUPPORT OF TECHNOLOGY ENHANCED LEARNING — STRENGTHS AND WEAKNESSES OF A BOTTOM-UP STRATEGY

Promotion and Support of Technology Enhanced Learning

Strenghts and Weaknesses of a Bottom-up Strategy

Gottfried S. Csanyi

E-Learning Centre, Vienna University of Technology

This presentation is available for download at http://eqibelt.srce.hr/workshops/zagreb_2/agenda.html

Overview

Topics of this Presentation

1. Technology enhanced teaching @ VUT
2. Didactic support for TET @ VUT
3. Experiences since 2006
4. Analysis of activities and needs
5. Information and mobilization
6. summary

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- Quotation of Ilonas presentation:
- Some teachers are learning auto-didactically – others are coming to us and asking us.

Didactic Support of TET @ VUT

- Well elaborated & established support structures
- reached the early adopters – but not the average teachers
- Need to change strategies
  - Either on management level: top-down approach (= not yet realistic)
  - Or on level of support center: individual communication – we have to learn more about our traget groups

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Topic 1

Technology Enhanced Teaching @ VUT

TET@VUT: Policy

Basic Courses: slight obligation for TET
- have to have a representation in TUWEL
- BUT: no controle or sanctions
- particularly quality of courses is not controlled

All other courses: individual decision
- it is up to individual teachers if they use TUWEL, any other ICT tools, or none of them
- no benefits for quality – except E-Learning Award

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TET@VUT: Statistics (after 2 years)

- **About 170 courses in TUWEL/Moodle – the central supported LMS**

- **Unknown number of other courses using**
  - Weblogs
  - Wikis
  - Homepages
  - TUWIS++

E-Learning – what for?

Organisation of courses and learning process
- Presentation of content / learning materials
- Offering simulations and games
- Stimulation of learner's activities
- Facilitation of learner's collaboration
- Communication between teachers and learners / learners and learners
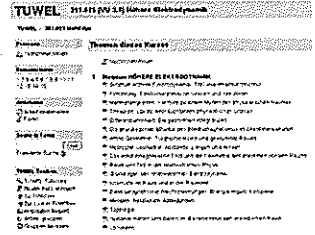- Feedback and answers to learners

Assessment of learner's achievements
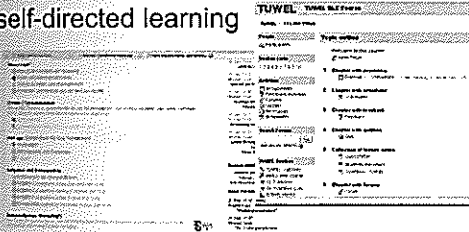
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Moodle based courses @ VUT

Many electronic supplements of traditional courses: „PDF-repositories"

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Moodle based courses @ VUT

Some blended learning courses:
face-to-face meetings AND
some self-directed learning

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Moodle based courses @ VUT

None E-Learning in pure form:
courses without any
face-to-face elements

(as far as we know)
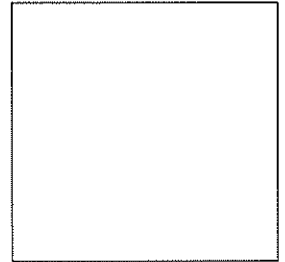
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Topic 2

Didactic Support for TET @ VUT

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Didactic support for TET

Definiton
- all activities helping teachers
  - to successfully apply information and communication technology
  - for planning, developping, organizing, delievering, and evaluating courses
  - of high quality
- referring to handling of ICT, didactics and organisation

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Wide spectrum of support services

- Online FAQs
- Short explanations
- Online articles

Written / Website

- Helpdesk (telephone, e-mail)
- Individual counselling / coaching: LMS and other tools, organisation of online courses, educational design, learning material …

Individual

- Support for generating projects
- Qualification of teaching staff: workshops *Planned*

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Support philosophy

- For every question immediately the right answer in terms of
  - length
  - abstraction level
  - details
  - complexity
  - scope
  - time consumtion
- So far the theory ;-) (we'll come to that later)

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Supp

Quest
- Whic
  didac

Supp
- Work
- E-Le
- Help
- Pers
- TUW

Didactic support @ VUT

Basic questions
- What are the best methods to design a technology enhanced course (according to my LOs) ?
- Which ICT tools are available to realise my didactical ideas?
- How can I create high quality content for TEL?
- How can I apply chosen tools in an effective and efficient way?

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Didactic support @ VUT

Our Policy
- Support whatever is possible
- But: concentrate on *efficient* solutions
- Main teaching strategy: Blended Learning
- Main goals: fostering
  - development of competencies
  - by active and
  - selfdirected learning

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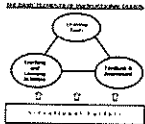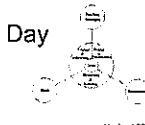
Support questions & services

Question
- What are the best ideas for designing a technology enhanced course covering *my particular goals*?

Support services: didactical
- Workshops
- Personal consultation
- E-Learning Impulses / E-Learning Day
- Website / TUWEL courses

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Support questions & services

Question
- How to create high quality content for TEL?

Support services: content creation
- Workshops
- Personal consultation
- TUWEL course

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TUWI

400

300

200

100

2006-S
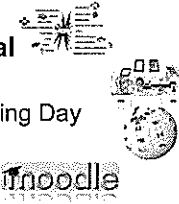
Support questions & services

Question
- Which ICT tools are available to realize my didactical ideas?

Support services: technical
- Workshops
- E-Learning Impulses / E-Learning Day
- Helpdesk
- Personal consultation
- TUWEL features course

moodle
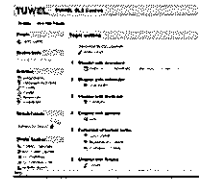
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Support questions & services

Question
- How can I apply the chosen tools in an effective and efficient way?
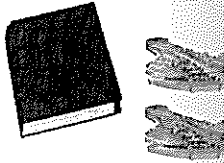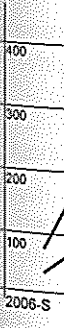
Support services: technical
- Helpdesk
- Personal consultation
- Workshops

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Topic 3

Experiences since 2006

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TUWEL statistics – a repetition

	Courses	Teachers (incl. Tutors)	Students
2006-S	45	86	1.828
2006-W	141	334	3.478
2007-S	166	392	5.219
2007-W	169	347	6.993

Unfortunately no quantitative information about other forms of technology enhanced teaching

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TUWEL statistics – a repetition

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Workshop statistics

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TUWEL statistics vs. workshops

estimation

Teachers + Tutors

Courses

Workshop Participants

400
300
200
100
2006-S 2006-W 2007-S 2007-W 2008-S

Workshop-Participants: Details

TUWEL

estimation

Didactic

Content

100
75
50
25
2006-S 2006-W 2007-S 2007-W 2008-S

Workshop participants vs. consulting

estimation

Personal consulting

Workshop Participants

400
300
200
100
2006-S 2006-W 2007-S 2007-W 2008-S

Summary: Experiences

- Helpdesk and personal consultation are more frequented over the time

- Workshops and information events (E-Learning Impulses / E-Learning Days) are less frequented now than two years ago

Summary: Hypotheses

- Teachers (= customers) want and need answers and solutions HERE & NOW

- Teaching is a completely private sphere:
  Tooth Brush Syndrom: Teachers would rather share their tooth brush than information about their courses!
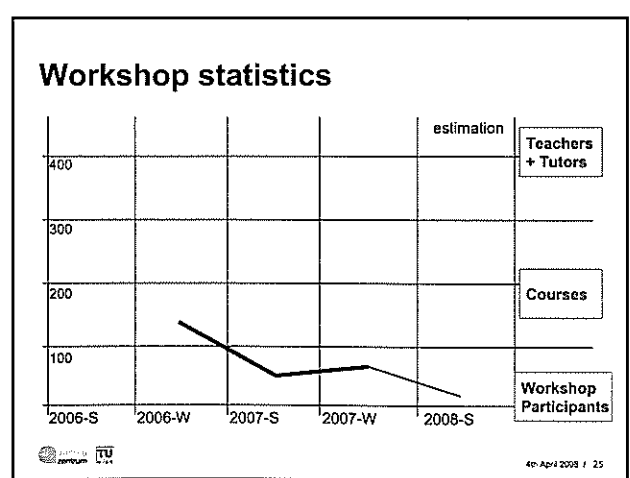
- The majority of teachers wants to find out by themselves, how „E-Learning" works

- Early adopters are different from average teachers

Digression: Early adopters

Are

- predominantly very engaged in the personal development of their students (an assumption)

- performing high quality teaching – with or without „E-Learning" (an experience)

- often accepting or even asking for professional help (e.g. from support centers)

- Mostly conscious of their problems with teaching

Digression: average teachers

Are

- predominantly interested in their own personal development / academic carreer (an assumption)
- seldomly accepting or asking for professional advice and support (see the tooth-brush syndrom)
- less conscious of their own and their students' problems with teaching / courses

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Summary: Conclusions

- Our formal support offers (information events, workshops) do not exactly meet the real needs of all target groups
- We will have to restucture our support offers according to the needs of our target groups
- That means to switch from the interests of early adopters to the needs of average teachers

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Summary: Resulting agenda

- Analyze the
  - really existing teaching activities (beyond using TUWEL)
  - and individual needs and interests – particularly of average teachers (instead of early adopters)
- Intensify communication with teachers, students, and managers on an informal level

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Topic 4

Analysis of Activities and Needs

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Analysis of activities and needs

Research Questions (I)

- Who practices technology enhanced teaching
  - how many teachers,
  - at which faculties and institutes,
  - on which hierarchical level?
- Who would like to practice TET – but feels or is handycapped – and by what?
- What are teachers actually doing when technology enhanced teaching?

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Analysis of activities and needs

Research Questions (II)

- Where are teachers satisfied with their results vs. what would they like to improve?
- Where are students satisfied with courses vs. what do they want to be improved?
- Which kind of support do teachers (and students) factually expect from a support center like the ELC

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Analysis of activities and needs

Methods

- Informal talks with teachers and students
- Formal interviews (semistructured) with teachers and students
- E-mail survey (open questions)
- Planning for the future (optional)
- Online survey (representative)

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Analysis of activities and needs

First Results (Produced by an e-mail survey among appr. 1000 students with open questions)

- Some teachers have good TEL-concepts, but lack technical knowledge and skills to realize them effectively.
- Many of them learn how to teach only by trial and error – they do not ask for support.
- Little input (support) could result in valuable improvements

Analysis of activities and needs

Open questions

- What are the reasons for this situation (compare the assumptions and hypotheses mentione before)
- How could this dissatisfactory situation be changed?

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Topic 5

Information and Mobilization

Information & mobilization

Urgent agenda

- Talks on an informal individual level
- Communication on a formal level
  - Individual (see research activities)
  - Institutional: university management
    individual faculties

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Information & mobilization

- **Information events**
  - E-Learning Impulse (every two months)
  - E-Learning Day (once a year)
- **and workshops**

  will only be successful on the basis of successful informal communication and confidence building (an other assumption)

Summary

Didactic Support of TET @ VUT

- Well elaborated & established support structures
- reached the early adopters – but not the average teachers
- Need to change strategies
  - Either on management level: top-down approach (= not yet realistic)
  - Or on level of support center: individual communication – we have to learn more about our traget groups

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Thank you for your attention

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